



NUTFIELD CHURCH CE PRIMARY SCHOOL  
GEOGRAPHY CURRICULUM OVERVIEW 2023/2024

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EYFS						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Outcomes	<b>Understanding the World: The World (3 – 4 year olds):</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<b>Understanding the World: The World (Children in Reception):</b> Recognise some similarities and differences between life in this country and life in other countries.  Recognise some environments that are different to the one in which they live.  Understand the effect of changing seasons on the natural world around them.  Draw information from a simple map.			<b>Understanding the World: The World (ELG): (People, Culture and Communities):</b> Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps.  Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non fiction texts and (when appropriate) maps.	



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Year 1						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	Polar bears or penguins		Sun hats or Umbrellas?		What if I live in....	
<b>Outcomes</b>	<p>Can locate the North and South Poles, the Arctic and Antarctic on a globe.</p> <p>Can understand where they are in Great Britain.</p> <p>Knows about key features of the North Pole.</p> <p>Can understand that the North Pole is frozen sea water in the Arctic Ocean.</p> <p>Can understand that some people live beyond the Arctic Circle.</p> <p>Able to discuss how people live within the Arctic Circle, including food, dress, homes and travel.</p> <p>Knows about the life cycle of the polar bear and how it moves around.</p>		<p>Can name different types of weather.</p> <p>Can recognise symbols for weather types.</p> <p>Can record daily weather patterns.</p> <p>Can identify items of clothing and other objects suited to hot, cold and wet conditions.</p> <p>Has some understanding of seasonal weather patterns.</p> <p>Knows the four seasons and can describe the weather in each season.</p> <p>Knows simple vocabulary to describe different types of rain.</p> <p>Able to discuss where the rain goes.</p>		<p>Introduction to an urban (town) and rural setting.</p> <p>Can use simple maps to locate places.</p> <p>Knows and understand simple geographical vocabulary to describe a place and it's features.</p> <p>Begins to understand the difference between human and physical features.</p> <p>Begins to understand that there are similarities and differences between urban and rural settings.</p> <p>Can identify different types of housing.</p> <p>Able to discuss what life is like in a town.</p>	



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	<p>Can understand that the area changes as ice melts and moves.</p> <p>Begins to understand interdependence (for example, man – polar bear – seal)</p> <p>Knows that Polar bears live near the North not South Pole, and that penguins live near the South not North Pole.</p> <p>Can understand the life cycle of a penguin.</p> <p>Can discuss how penguins and others live in these conditions.</p> <p>Can identify the similarities and differences between the North and South Poles.</p>	<p>Can understand that some countries are very cold and other countries are much hotter and drier.</p> <p>Can locate the Equator.</p> <p>Can identify differences between hot and cold areas and can recognise some physical differences.</p>	<p>Can understand that within towns and cities often spaces are left for recreation.</p> <p>Can discuss the need for amenities such as emergency services, hospitals and schools.</p> <p>Can understand that farms provide food for others.</p> <p>Can understand that seas and lakes can be farmed.</p> <p>Can understand that country and coastal areas can be visited by others for recreation.</p>
<b>Progression in geographical skills</b>			
<b>Using and interpreting maps</b>	<p>To use a simple map to move around the school.</p> <p>To recognise that a picture map is about a place.</p>		
<b>Drawing maps</b>	<p>To draw picture maps with label of places they know, or imaginary places or places from stories.</p>		
<b>Symbols and representations</b>	<p>To use own symbols on an imaginary map.</p>		



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<b>Plan view and perspective</b>	To draw around objects to make a plan. To recognise shapes in a plan.
<b>Scale / Distance</b>	To use relative vocabulary (such as bigger / smaller).
<b>Map purpose and use</b>	To understand the purpose of a map is to show 'where'. To gather information from picture maps. To begin to spatially match places.
<b>Style of map</b>	To use picture maps and globes.
<b>Direction and location</b>	To use and follow simple directions (up, down, left, right, forwards, backwards) To introduce four cardinal points (N, S, E, W). To use simple maps to locate and identify the countries of the UK and the capitals and seas around it. To use simple word maps and globes to identify and locate the seven continents and five oceans. To use simple world maps to place the UK in a world context.



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Year 2						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	Is it really round?		A visit to China		Which way shall I go?	
<b>Outcomes</b>	<p>Familiar with a globe and can identify the seven continents, the United Kingdom and the five oceans.</p> <p>Can use aerial photographs and satellite images to support their understanding.</p> <p>Can understand that if they travel from their school in one direction, east or west (using a compass), they will eventually return to where they started as the world is a sphere.</p> <p>Can understand that if they travel from their school in one direction, north or south (using a compass), they will eventually return to where they started as the world is a sphere.</p>		<p>Knows where to find China on a world map and globe.</p> <p>Knows some basic facts about the country.</p> <p>Can recognise similarities and differences in a variety of visual images between Beijing and cities/towns in the United Kingdom.</p> <p>Can understand how rice is grown.</p> <p>Can understand the importance of rice as a source of food.</p> <p>Knows about the lives of two different Chinese children: one living in a city, the other in a village.</p>		<p>Can read a simple map or plan.</p> <p>Can find their way on a journey and identify places using a simple grid system.</p> <p>Able to design a map of an island with grid numbers.</p> <p>Can work together to ask and answer questions using their own maps.</p> <p>Can produce instructions for a visitor wanting to visit their imaginary island.</p> <p>Can use geographical vocabulary to give explanations of landmarks within a tour booklet.</p>	



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	<p>Can locate continents and some countries and oceans on a journey line around the world.</p> <p>Can understand and interpret a 2D representation of the world in map form.</p> <p>Can locate and name the continents and oceans studied.</p>	<p>Can understand that although there are similarities, life for a child in Beijing can be very different from that of a child in a small village.</p> <p>Know some aspects of Chinese culture.</p>	<p>Can use globes and world maps to help create a journey line from their school to Kenya, Africa.</p>
<b>Progression in geographical skills</b>			
<b>Using and interpreting maps</b>	<p>To follow a route on a map.</p> <p>To use a plan view.</p> <p>To use an infant atlas to locate places.</p>		
<b>Drawing maps</b>	<p>To draw a map of a real or imaginary place.</p>		
<b>Symbols and representations</b>	<p>To begin to understand the need for a key.</p> <p>To use symbols agreed by the class to make a simple key.</p>		
<b>Plan view and perspective</b>	<p>To look down on objects to make a plan view map.</p> <p>To draw round objects 1:1 to get plan view.</p>		
<b>Scale / Distance</b>	<p>To draw objects on table or tray to scale using squared paper 1:1 first, then 1: 2 and so on.</p>		



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<b>Map purpose and use</b>	<p>To use a globe to locate land/sea and match with wall maps and pictures.</p> <p>To use an infant atlas.</p> <p>To begin to spatially match places.</p>
<b>Style of map</b>	<p>To find land/sea on globe.</p> <p>To use teacher-drawn base maps.</p> <p>To use large-scale OS maps.</p> <p>To use an infant atlas.</p>
<b>Direction and location</b>	<p>To use simple compass points (N,S,E,W) and directional language (near, far) to describe the location of features and routes on a map.</p> <p>To follow directions using compass points.</p> <p>To use simple maps, infant atlases and globes to identify the UK and its four countries and their capital cities.</p> <p>To use simple maps, infant atlases and globes to identify countries of the world.</p> <p>To ask geographical questions: <i>Where is it? What is it like?</i></p>



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**Year 3**

Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	<b>Where does our lunch come from? Around the world in a school lunch!</b>		<b>What on Earth? Our World from the International Space Station.</b>		<b>Where and why does the world rumble?</b>	
<b>Outcomes</b>	Knows and can locate countries from where some of their food originates.  Knows why food is transported by different methods.  Begins to understand what food miles are.  Can understand and is able to discuss the environmental impact of transporting food over ever-increasing distances.  Knows the cycle of some foods from producer to consumer.		Can identify and match features on a globe and world map.  Can describe how the world might appear from space and how it can be represented.  Can locate features on a world map.  Can describe the location, significance and purpose of features on a world map.  Can identify key features on a map of the British Isles.		Can name and locate UK and world mountain chains.  Able to locate on a map the location of: the tallest six mountains in the world; the tallest six mountains in Europe; major mountain ranges and the tallest mountains in the UK.  Can understand how contour lines on an OS map show us the formation of mountains and hills.	





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	<p>Can understand that discharges and emissions from production, processing, packaging, and transport, contribute to 'greenhouse' gases.</p> <p>Can understand what trade involves.</p> <p>Knows and understands the terms 'import' and 'export'.</p> <p>Begins to understand how international trade can benefit richer countries and makes it difficult for poorer countries to escape from poverty.</p> <p>Can understand what 'Fairtrade' means and begins to understand that they, as shoppers, can make trade fairer.</p> <p>Knows about some Fairtrade products and their journey from producer to consumer.</p>	<p>Can locate countries and cities of the United Kingdom using maps and satellite imagery.</p> <p>Can locate geographical regions of England and Wales.</p> <p>Can describe human and physical characteristics of some geographical regions.</p> <p>Can locate geographical regions of Scotland and Northern Ireland.</p> <p>Can describe human and physical characteristics of some geographical regions.</p> <p>Can match images to cities and geographical regions of the United Kingdom.</p>	<p>Can describe how different types of mountain and mountain chain are formed and give examples.</p> <p>Can locate on a map the different types of mountain.</p> <p>Able to describe how volcanoes are formed and give examples.</p> <p>Can locate volcanoes on a map.</p> <p>Has an appreciation of the impact of volcanic eruptions on life at both the local and global level.</p> <p>Can understand how weather, animals, plants and human activity are inter-related.</p> <p>Can understand how weather on a mountain changes through the seasons and altitude and how this affects human activity.</p> <p>Knows about issues and conflicts in the uses of mountain environments.</p>
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			<p>Can understand how weather on a mountain changes quickly and with altitude.</p> <p>Knows what an avalanche is and where and why they occur.</p> <p>Knows about, and locate on a map, where the six worst avalanches in history occurred.</p>
<b>Progression in geographical skills</b>			
<b>Using and interpreting maps</b>	<p>To locate places on larger-scale maps.</p> <p>To follow a route outside on a large-scale map.</p> <p>To locate places on a globe.</p> <p>To locate photographs of features.</p> <p>To begin to use oblique aerial views.</p>		
<b>Drawing maps</b>	<p>To draw a map of a short route.</p>		
<b>Symbols and representations</b>	<p>To know why a key is needed.</p> <p>To use standard symbols on a map.</p> <p>To use conventional map symbols in digital mapping software.</p>		
<b>Plan view and perspective</b>	<p>To use plan view with increasing confidence.</p> <p>To look at a view from a high place.</p> <p>To draw a sketch map of view from a high view point.</p> <p>To use digital mapping software to reinforce.</p>		
<b>Scale / Distance</b>	<p>To draw a simple scale plan of a room with whole numbers (for example, <math>1\text{cm}^2 = 1</math> square tile on the floor moving onto <math>1\text{cm}^2 = 1\text{m}^2</math>).</p>		



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	<p>To use scale bar on atlas maps.</p> <p>To use paces or tape outside.</p> <p>To begin to match boundaries (for example find same boundary of a country / county on different scale maps).</p>
<b>Map purpose and use</b>	<p>To begin to use atlas maps and globe.</p> <p>To begin to give maps a purpose.</p> <p>To use index and content pages in atlases.</p> <p>To use map sites on the internet to explore different map types, views and scales.</p> <p>To begin to identify features on aerial / oblique photographs and satellite imagery.</p>
<b>Style of map</b>	<p>To use large scale OS maps.</p> <p>To begin to use map sites on the internet.</p> <p>To begin to use junior atlases.</p> <p>To begin to identify features on aerial / oblique photographs.</p>
<b>Direction and location</b>	<p>To use four-compass points to follow/give directions with confidence.</p> <p>To use simple grids.</p> <p>To begin to use letter/number co-ordinates to locate features on a map.</p> <p>To begin to identify significant places and environments stated within KS2 National Curriculum.</p>



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Year 4						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	Where on Earth?		Why different weather? Weather around the world.		What can we discover about our local area?	
<b>Outcomes</b>	<p>Can locate features on a world map and globe.</p> <p>Can describe the characteristics and significance of some features on a world map and globe.</p> <p>Can identify key features on different world map representations.</p> <p>Can understand / describe how the world has been represented on maps for different purposes and at different times.</p> <p>Can identify day/night on a globe and world map.</p> <p>Understands the differences in time around the world.</p>		<p>Knows that the weather is made up of seven elements.</p> <p>Can understand and use different techniques for measuring elements of weather.</p> <p>Can understand and can use different techniques for measuring elements of the weather.</p> <p>Can use spreadsheets to record data / create charts.</p> <p>Can analyse the data, explore inconsistencies in data and make predictions based on previous experience.</p>		<p>Can explain the concept of change in the locality and give examples of current changes.</p> <p>Can describe how changes may be viewed in different ways by different people or groups.</p> <p>Knows what 'sustainable' change is.</p> <p>Can discuss the idea of sustainable change.</p> <p>Can identify and describe points of view about a controversial or contentious development in a chosen locality; for example, a wind farm.</p>	



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	<p>Knows about the Prime Meridian and the International Date Line.</p> <p>Can use zone information to predict times in different places.</p> <p>Can locate and describe key features and geographical regions of England and Wales. Can explain changes in features / regions.</p> <p>Can locate key features and regions of Scotland and Northern Ireland.</p>	<p>Knows the difference between climate and weather.</p> <p>Knows why we have night and day, and seasons.</p> <p>Knows and understands time zones.</p> <p>Knows about the climate and way of life in different climatic zones.</p> <p>Can locate different climatic zones and specific places around the world on a map.</p> <p>Knows what a biome is and that climate determines world biomes.</p> <p>Knows the major biomes and where they are located.</p>	<p>Can gather information in a given time frame using digital and / or non-digital sources.</p> <p>Can plan a route around the locality to explore changes.</p> <p>Can create routes and communicate information using maps, compass points and grid references.</p> <p>Can provide briefing information for another group in relation to local fieldwork.</p> <p>Can follow a trail or route using compass points and grid references on a map.</p> <p>Can record changes in the locality using appropriate means, including mobile technology.</p> <p>Can analyse and interpret information and data gathered during fieldwork.</p>
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**Progression in geographical skills**



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### GEOGRAPHY CURRICULUM OVERVIEW 2023/2024

<b>Using and interpreting maps</b>	<ul style="list-style-type: none"><li>To locate places on large scale maps (for example, find Spain on a map of Europe, find America on a globe)</li><li>To follow a route outside on a large scale map with some accuracy.</li><li>To locate places on a globe (for example Brazil or Alaska).</li><li>To locate photographs of features with greater accuracy.</li><li>To use oblique aerial views.</li></ul>
<b>Drawing maps</b>	<ul style="list-style-type: none"><li>To try to make a simple scale drawing.</li><li>To use digital mapping software to record routes and enquiries, including GPS devices.</li></ul>
<b>Symbols and representations</b>	<ul style="list-style-type: none"><li>To know why a key is needed.</li><li>To use standard symbols on a map.</li><li>To begin to recognise some standard symbols on an OS map.</li><li>To use conventional map symbols in digital mapping software.</li></ul>
<b>Plan view and perspective</b>	<ul style="list-style-type: none"><li>To use plan view with confidence.</li><li>To look at smaller scale aerial view.</li><li>To draw and label a sketch map of a view from a high viewpoint.</li><li>To use digital mapping software to reinforce.</li></ul>
<b>Scale / Distance</b>	<ul style="list-style-type: none"><li>To draw a simple scale plan of a room with whole numbers (for example, <math>1\text{cm}^2 = 1</math> square tile on the floor moving onto <math>1\text{cm}^2 = 1\text{m}^2</math>).</li><li>To use a scale bar on atlas maps.</li><li>To use paces or tape outside.</li><li>To begin to match boundaries (for example, find same boundary of a country / county on different scale maps).</li></ul>
<b>Map purpose and use</b>	<ul style="list-style-type: none"><li>To use large and medium scale OS maps ( 1: 1250, 1: 2500 and 1: 10,000).</li><li>To use thematic maps.</li><li>To begin to give maps a title to show purpose.</li><li>To use index and contents page in atlases.</li><li>To use map sites on the internet to explore different map types, views and scales.</li><li>To begin to identify features on aerial / oblique photographs and satellite imagery.</li></ul>
<b>Style of map</b>	<ul style="list-style-type: none"><li>To use large and medium scale OS maps.</li><li>To use junior atlases.</li></ul>



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	<p>To use map sites on the internet.</p> <p>To identify features on aerial / oblique photographs.</p>
<b>Direction and location</b>	<p>To use four compass points to follow / give directions with confidence and begin to use eight compass points.</p> <p>To use simple grids.</p> <p>To use letter/number coordinates to locate features on a map confidently.</p> <p>To begin to use four-figure co-ordinates to locate features.</p> <p>To begin to identify significant places and environments as stated within KS2 National Curriculum</p>



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**Year 5 2022 / 2023**

Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	<b>Why on Earth?</b>		<b>Where does our water come from and go to? Water's never ending journey!</b>		<b>Rivers</b>	
<b>Outcomes</b>	Can identify features on a world map and globe.  Can describe the characteristics and significance of some previously studied features on a world map and globe.  Can identify major cities in Europe and North and South America.  Can identify the key features and characteristics of cities using maps, satellite imagery and visual images.  Can give reasons why cities grow and spread.		Can understand that water moves in a never-ending cycle, changing physical state and location over time.  Can understand the process of evaporation, condensation and freezing and that these are reversible.  Knows what clouds are and how they are formed.  Can understand that water evaporates from oceans, seas, lakes, condenses as clouds and eventually falls as rain.  Knows and can understand the meaning of vocabulary to describe the water cycle.		Can understand the journey of a river from source to mouth.  Knows the meaning of geographical vocabulary related to a river system.  Can use maps and aerial photographs to identify the different phases of the course of a river.  Can understand the journey of a river from source to mouth.  Can use appropriate geographical vocabulary related to a river system.	





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	<p>Can describe the impact of urban sprawl evidenced by satellite imagery.</p> <p>Can describe the location. key features of a chosen city in Europe or North or South America.</p> <p>Can describe settlement patterns in area / region of a major city.</p> <p>Can identify the settlement hierarchy in an area / region or Europe or North or South America.</p> <p>Can identify and explain why areas of Europe and North and South America are underpopulated and underdeveloped.</p> <p>Able to describe the climate, features and characteristics of a chosen underpopulated and underdeveloped area or region of Europe or North or South America.</p>	<p>Knows and can locate on a map the major oceans in the world.</p> <p>Can identify the position and significance of the lines of latitude, the Equator, and so on.</p> <p>Can locate the major lakes in the UK, Europe and the world.</p> <p>Knows how vital to life water is and how it is used in their homes and in different processes in the united kingdom.</p> <p>Can understand the need to conserve water.</p> <p>Can understand about the lack of water and sanitation in some parts of the world.</p> <p>Can understand the consequences of drought in some regions of the world.</p>	<p>Can use maps and aerial photographs to identify different phases of the course of a river.</p> <p>Knows some fieldwork techniques to be used to collect data at a stream.</p> <p>Through direct observations, identifies features of a river first hand and uses correct geographical vocabulary.</p> <p>Can analyse the data gathered through fieldwork and communicate their findings in a variety of ways.</p> <p>Knows the major rivers in the United Kingdom, their sources and where they enter the sea.</p> <p>Can use a key, four- or six-figure grid references and compass points to locate features of a river and settlements on a map.</p> <p>Can interpret and locate features from aerial photographs and maps and compare with maps.</p>
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			Knows the top six major world rivers and four major rivers in Europe.  Knows about two major river systems in detail: their source, countries through which they flow, settlements, and trade and how it is used.
<b>Progression in geographical skills</b>			
<b>Using and interpreting maps</b>	To compare maps with aerial photographs. To relate maps to each other. To select a map for a specific purpose (for example, atlas to find the major rivers in Europe; OS map to find a local village; simple GIS software to look at land-use in a locality) To begin to use atlases to find out about features of places (for example find wettest part of the world). To follow routes on OS maps. To describe features shown on OS map.		
<b>Drawing maps</b>	To make sketch maps of area using scale, symbols and key. To use a drawing program to make a plan of a small area. To use digital mapping software to record information from an enquiry. To begin to draw plans of increasing complexity, including scale plans.		
<b>Symbols and representations</b>	To draw a sketch map using symbols and a key. To begin to recognise and use OS symbols. To annotate a map made using a GPS device. To appreciate maps cannot show everything.		
<b>Plan view and perspective</b>	To draw a plan view map with increasing accuracy by hand and using appropriate software. To develop using higher viewpoints up to satellite. To develop understanding of contours and slope through maps and photographs.		
<b>Scale / Distance</b>	To use linear scale to measure distances (for example, straight line distance on a plan, rivers). To find and recognise places on maps of different scales.		



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<b>Map purpose and use</b>	To confidently use an atlas, including index and contents page. To use thematic maps for specific purposes. To find/recognise places on maps of different scales.
<b>Style of map</b>	-
<b>Direction and location</b>	To use eight compass points confidently. To use four-figure grid references with confidence and accuracy. To begin to use six-figure grid references to locate features on a map. To align a map with a route. To identify significant places and environments as stated with KS2 National Curriculum.



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Year 6 2022 / 2023						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	How do I find out about our local area?		How on Earth? Our world from the International Space Station		How do we impact on our landscape?	
<b>Outcomes</b>	Can identify and discuss a key geographical issue in the local area.  Can identify different points of view.  Can collaborate to identify an enquiry question.  Can identify sources of data / information to help answer an enquiry question.  Can identify ways to gather data / information.		Can identify features on satellite imagery, a world map and a globe.  Can describe the characteristics and significance of some previously studied features.  Can describe significant human and physical features in Europe or North or South America.  Can raise enquiry questions about features, particularly about how they have been developed or formed.		Know that a landscape is more than just a 'view.'  Know that landscapes are continually changing.  Know that landscapes are the product of the interaction of people and natural processes.  Know that our activities influence/shape appearance and function of a landscape.  Can understand factors in the growth of a settlement.	



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	<p>Can carry out data and information-gathering activities in relation to a local geographical issue.</p> <p>Can organise and present data and information for processing and analysis by an enquiry team.</p> <p>Can analyse and interpret information/data gathered from fieldwork/remote sources.</p> <p>Can create a geographical information pack about a local issue, for a specific audience or purpose, using digital or non-digital means.</p>	<p>Can identify, select and collect data to help answer an enquiry question.</p> <p>Can identify, select and collect data about distant localities and regions.</p> <p>Can collaborate to produce a report on a significant human/physical feature in Europe or North / South America.</p> <p>Can describe how a significant human / physical feature was formed / has developed.</p> <p>Can describe how a significant human / physical feature in a distant locality region can be protected or can develop sustainably.</p>	<p>Can use a map to identify settlements and the reason for their locations.</p> <p>Know some key functions of different settlements.</p> <p>Know how economic activities/amenities differ in a village, town and city.</p> <p>Know how different settlements are interconnected.</p> <p>Know the differences between rural/urban land use.</p> <p>Can understand the impact of agriculture and forestry on the landscape.</p> <p>Can list the pros and cons of rural /urban living.</p> <p>Know the effects of extraction of natural resources and industry on the environment and landscape.</p> <p>Can understand the impact of disposal of waste on the landscape.</p>
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			Can understand that the changing demands of society influence today's evolving landscapes (for example wind farms, intensive farming, air travel, demand for water).
<b>Progression in geographical skills</b>			
<b>Using and interpreting maps</b>	To follow route on 1: 50,000 OS map. To describe features seen and relate to each other. To locate places on a world map. To use atlases and Google Earth to find out about other features of places (for example, mountain regions, weather patterns)		
<b>Drawing maps</b>	To draw a variety of thematic maps based on their own data. To begin to draw plans of increasing complexity. To use digital mapping software to record information from an enquiry.		
<b>Symbols and representations</b>	To recognise and use OS map and symbols. To use atlas symbols		
<b>Plan view and perspective</b>	To draw a plan view map accurately by hand and using appropriate software. To develop using higher viewpoints up to satellite. To increase understanding of height and slope through maps and photographs (contours). To use mapping software with a 3D view to compare plan and oblique views of places.		
<b>Scale / Distance</b>	To use scale bar on maps to measure distances. To use linear scale to measure distances (for example, straight line distance on plan, rivers). To find and recognise places on maps of different scales.		



# NUTFIELD CHURCH CE PRIMARY SCHOOL

## GEOGRAPHY CURRICULUM OVERVIEW 2023/2024

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<b>Map purpose and use</b>	<p>To confidently use an atlas, including index and contents page.</p> <p>To use thematic maps for specific purposes</p> <p>To find /recognise places on maps of different scales.</p> <p>To confidently use medium scale maps (for example. Landranger OS: 1: 10,000; 1: 25, 000; and 1: 50,000 maps)</p>
<b>Style of map</b>	-
<b>Direction and location</b>	<p>To use eight compass points confidently and accurately.</p> <p>To use four-figure grid references confidently to locate features on a map.</p> <p>To begin to use six-figure grid references with increasing confidence.</p> <p>To begin to use latitude and longitude on atlas maps.</p> <p>To confidently identify significant places and environments stated within KS2 National Curriculum.</p>